*Kasi Ross*

*Linden Elementary*

*Mrs. Huston*

*11/11/12*

**Technology-based Instruction - “Sushi Monster”**

**Representative TN State/Common Core Curriculum Standards**

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| **3rd Grade**  *3.0A Operations and Algebraic Thinking*   1. Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each. |

**iPad App**

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| [Sushi Monster](https://itunes.apple.com/us/app/sushi-monster/id512651258?mt=8) | Each student/pair of students will be given an iPad that is opened to the iPad app of Sushi Monster and an instruction sheet. The student will be instructed on how to answer the questions, beginning in multiplication level 1. As the student correctly answers the questions they will advance in levels and difficulties of questions. |

**Student knowledge**

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|  | * Students have a reasonable understanding of the basic multiplication facts 0-10. * Students will use their knowledge to answer multiplication sentences. |

**Instructions for Students**

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| **Directions: You and you partner will be given an iPad that is opened to the iPad App “Sushi Monster.” Touch the play button. Choose “multiplication” level 1. Using the numbers on the sushi feed the monster the correct numbers to reach your target number in the upper left-hand corner. Continue feeding the monster with the remaining numbers. If the problem is hard for you to reach you can slide the target number over to another product and then use what you know to use the number sushi to narrow down your choices. You can then answer the more difficult problem and move on to the next level. Let’s see how far you can get in the game!** |

**Detailed Steps to implement the activity**

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| What happened in class? | I demonstrated how to use the iPad, including keeping them safe by keeping them on their desks. I then showed them how to open the game and begin. I asked a student that I had shared the game with last week to help me show his classmates how to move the numbers and play the game. I paired the students up, except for two boys who work better on their own. I reminded the students of the rules, mainly sharing and keeping the iPad safely on their desks. |
| What did it look like? | The students really loved this game. They were excited and kept calling me to see how far they got in the game. It was a kind of controlled chaos with many “Mrs. Ross’” being called out. When they found the game level to be too difficult to do, I coached them some asking about facts they knew and how to use that knowledge to figure out some more difficult problems. If I saw them getting too frustrated I suggested they go back to level 1 or even try a higher addition problem. I spoke with many of them one-on-one about the relationship between addition and multiplication. |
| References for activity ideas: | *N/A* |

**Reflection**

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| What went well? | I feel this lesson went very well. It began with easier problems and as it got more difficult the students were challenged. They worked very hard and used their multiplication charts as the problems got more challenging. |
| What could be improved upon? | My biggest problem with the game is that the questions get hard fast. It really does not just ask 0-10 fact families, but uses a lot of 10 facts that the students had not explored before, such as 360=10x36. This did give me an opportunity to talk with them about what they knew about tens and what happens with the zero. |
| What I would change next time. | I think this game program would be better for the last part of 3rd grade and older. The questions do get more advanced and I did not really think about that. |

**Pictures of the Class**

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| **PHOTOS TO COME!** |  |